



IRTHLINGBOROUGH JUNIOR SCHOOL

POSITIVE HANDLING POLICY

Introduction

- Staff at Irthlingborough Junior School are trained to look after pupils in their care. Staff have a duty to intervene in order to prevent pupils from hurting themselves or others.
- If a member of staff ever needs to intervene physically they will follow the school's Positive Handling Policy.
- Only staff trained in TEAM TEACH will use physical intervention techniques with children when necessary. **(See Appendix 2 for current list)**
- Further details of the TEAM TEACH approach can be found on the TEAM TEACH website www.team-teach.co.uk.
- Positive handling includes a wide range of supportive strategies for managing challenging behaviour:
 - 'Physical restraint' refers to cases when force is used to overcome active resistance.
- The school takes seriously its duty of care to pupils, employees and visitors to the school:
 - The first and paramount consideration is the welfare of the children in our care.
 - The second is the welfare and protection of the adults who look after them.
- Section 93 of the Education and Inspections Act 2006 enables a school's staff to use such force as is reasonable. There is no legal definition of when it is reasonable to use force.

Team Teach

- The TEAM TEACH system is accredited through BILD – British Institute of Learning Disabilities. Staff undergo a one or two day course (depending upon the severity of behaviour of the children they are working with) led by qualified trainers with a single day refresher course undertaken every three years.
- Although any member of staff may be required to physically intervene with a pupil who is endangering themselves or others, we would expect accredited staff to take over as soon as possible.

Before using Physical Controls

We take effective action to reduce risk by:

- Showing care and concern by acknowledging unacceptable behaviour and requesting alternatives using negotiating and reasoning.
- Giving clear directions for pupils to stop.
- Reminding them about rules and likely outcomes.
- Removing an audience or taking vulnerable pupils to a safe place.
- Making the environment safer by moving furniture and removing objects which could be used as weapons.
- Using positive guidance to escort pupils to somewhere less pressured.
- Ensuring that colleagues know what is happening and call for help.

Restraint

- At Irthlingborough Junior School, we only use physical restraint when there is no realistic alternative.
- We expect staff to conduct a risk assessment and choose the safest alternative. It also

means that we expect staff to experiment and think creatively about alternatives to physical intervention which may be effective.

- The paramount consideration is that the action is taken in the interest of the child and that it reduces rather than increases risk.
- Any response to extreme behaviour should be reasonable and proportionate.
- Physical restraint must only be in accordance with the following:
 - The child should be in immediate danger of harming themselves or another person or in danger of seriously damaging property.
 - The member of staff should have good grounds for believing this.
 - Only the minimum force necessary to prevent injury or damage should be applied.
 - Every effort should be made to secure the presence of other staff before applying restraint. These staff can act as assistants or witnesses.
 - Once safe, restraint should be relaxed to allow the child to regain self-control.
 - Restraint should be an act of care and control, not punishment.
 - Physical restraint should not usually be used purely to force compliance with staff instructions when there is no immediate danger present to people and property.
 - The restraint should be discussed with the child, if appropriate, and the parents at the earliest opportunity.
- In addition, whilst or before intervention, staff should speak calmly as a way of reassurance e.g. I am doing this to keep you safe.

Responding to Unforeseen Emergencies

- Even the best planning system cannot cover every eventuality and the school recognises that there are unforeseen or emergency situations in which staff have to think on their feet.
- An unforeseen event may require an emergency response. After that event, staff have a duty to plan ahead and prepare a risk assessment.

Risk Assessment

- Risk assessments are required for pupils who exhibit extreme behaviour. Responsible staff should think ahead to anticipate what might go wrong.
- When considering a pupil's behaviour, staff will think about the following questions:
 - Can we anticipate a Health and Safety risk related to this pupil's behaviour?
 - Have we got all the information we need to conduct a risk assessment?
 - Have we provided a written plan as a result?

What further steps can we take to prevent dangerous behaviour from developing?

Positive Handling Plans (See Appendix 1 for a template)

- Risk management is regarded as an integral part of behaviour management planning.
- All pupils who have been identified as presenting a risk should have a Positive Handling Plan.
- The plan details any strategies which have been found to be effective for that individual, along with any particular responses which are not recommended.
- Any particular physical techniques which have been found to be effective should be named, along with any alerts to any which have proved to be ineffective or which caused problems in the past.
- Positive Handling Plans should be considered along with the child's Statement of SEN/EHC and any other planning document relevant to the pupil.
- They should take account of age, sex, level of physical, emotional and intellectual development, special needs and social context.

Post Incident Debrief

- Following a serious incident, it is the policy of the school to offer support to all involved.
- This is an opportunity for learning and time needs to be given for following up incidents so that pupils have an opportunity to express their feelings, suggest alternative courses of action for the future and appreciate other peoples' perspective.
- Generally a member of senior staff would expect to talk to staff and children involved (if appropriate) in any incidents involving violence. If members of staff need time to rest or compose themselves, then the headteacher or senior manager will make arrangements for the class group to be supported.

Recording

- All incidents of unacceptable behaviour should be recorded.
- All serious incidents involving restraint will be recorded on the appropriate form **(in the Bound and Numbered TEAM TEACH Book – kept in the headteacher's office)**.
- Within these recording strategies, all details must be recorded by witnesses within twenty four hours and signed by at least two members of staff.
- The headteacher needs to be informed.

Monitoring and Evaluation

The headteacher will ensure that each incident is reviewed and instigate further action as required.

Parents

- When there is concern about a child, parents will be invited to contribute to a risk assessment and Positive Handling plan.
- Parents will be informed of the school's policies.
- Parents will be informed following serious incidents.

Complaints and Allegations

- Any complaints will follow the Irthlingborough and Finedon Learning Trust's complaints procedure.

Appendices

- Appendix 1: Blank Positive Handling Plan including RA
- Appendix 2: List of those qualified to use TEAM TEACH techniques.

Policy written by J Meekings– November 2016
Ratified by Governors – 21st November 2016

Review Due – Autumn 2019

APPENDIX 1

Positive Handling Plan

Name of child **DOB**..... **Class**

Date plan started **Date plan discontinued**

Plan Written by.....

Effective strategies previously used:

Strategies not recommended:

Physical techniques used effectively:

Physical techniques used which proved ineffective or problematic:

APPENDIX 2

Trained Staff

Staff trained in the TEAM TEACH positive handling intervention techniques as at November 2016 are:

Name	Role	Holds Trained for Wrap (1 person hold) OR 2 person hold OR both	Date of training	Refresher due
Laura Heaton	LSA	Both	Dec 2014	Dec 2017
Julie Biddlestone	Learning Mentor	Both	Feb 2016	Feb 2019
Megan Simpson	LSA	Both	Feb 2016	Feb 2019
Tony Metcalfe	Assistant headteacher	Both	April 2016	April 2019
Marion Warner	Senior Manager	Both	April 2016	April 2019
Robert Davies	LSA	2 person only	April 2016	April 2019
Cath Marshall	LSA	2 person only	April 2016	April 2019
Georgia Roche	LSA	2 person only	April 2016	April 2019
Christine Weston	LSA	2 person only	April 2016	April 2019
Tracy Cox	LSA	2 person only	April 2016	April 2019
Jennifer Jones	LSA	2 person only	April 2016	April 2019
Tom Mair	Teacher	Both	April 2016	April 2019
Rebecca Birch	Senior Manager	Both	April 2016	April 2019
Kerry Foster	LSA	Both	April 2016	April 2019
Jane Richardson	LSA	2 person	July 2016	July 2019
Ria Cox	LSA	Both	July 2016	July 2019
Tia Walters	Teacher	Both	July 2016	July 2019
Alison Hart	LSA	2 person	July 2016	July 2019
Georgina Dollard	Senior Manager	Both	Oct 2014	Oct 2017

Staff booked on training

Name	Role	Holds Trained for Wrap (1 person hold) OR 2 person hold OR both	Date of training	Refresher due
Carly Cummins	Pastoral support worker After School Club Manager		Jan 2017	Jan 2019
Joanne Meekings	Deputy headteacher		Jan 2017	Jan 2019
Nick Johnson	SENCo		Jan 2017	Jan 2019